**The 100 Meter Dash**

* Introduce lesson by having students watch the video clip.

<http://www.youtube.com/watch?v=_L_vq5JYQlE>

* Students can determine which type of graph would best show the results described in the video, and work in groups to use the data to construct that graph.
* Students should predict where their times would fit on the graph if they ran the 100-meter sprint.
* Bring students outside and record their times as they run the 100-meter sprint. This could also be done during their phys. ed. period that week, and students can bring their results to math class.
* Students can graph themselves on their graphs and write about how their times compare to the Olympic sprinters.

**The 100 Meter Freestyle**

* Introduce lesson by having students watch the video clip.

<http://www.youtube.com/watch?v=VWAkhFJm7Q0>

* Students can use post-it notes to write down one thing they notice about the swimmers in the video and one thing they are wondering about. They can share these and add them to a class chart when the video ends.
* Discuss whether students think that other sports would have a similar trend.
* Consider grouping students by their choice of sport and have groups research Olympic winners over a certain number of years in that particular sport/event.
* Students can present their findings in a variety of ways: graph, chart, PowerPoint, Prezi, Glogster

**The Long Jump**

* Introduce lesson by having students watch the video clip.

<http://www.youtube.com/watch?v=a3LzKoMKjjk>

* Have the students use a line plot to graph the distances of the Olympic jumpers as whole numbers.
* Then discuss whether this is the most precise way to graph the data.
* Encourage students to recognize that graphing the exact measurements (with whole numbers and fractions) would be more precise. So for example, rather than rounding Bob Beamon’s distance to 29 feet, graphing his exact jump of 29 feet, 2.5 inches would be more precise, and those inches certainly can make a difference in Olympic events!
* Students can then discuss other circumstances where being precise with measurements can make a significant difference.
* Consider having students make a class line plot with their distances in the Sports Day broad jump event.